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## ABSTRACT

The intent of the programs described in publications cited in this bibliography is to help parents in the home setting to become better parents of their young children. Studies show that home programs in which the parent is involved as teacher benefit not only the target child, but also result in a beneficial diffusion effect to siblings. A total of 71 abstract annotations and 10 journal references are included. (CK)

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MOTHER-CHILD HOME LEARNING PROGRAMS:  
AN ABSTRACT BIBLIOGRAPHY

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## Table of Contents

Introduction.....	1
Bibliographies...	
A. Mother-Child Home Learning Programs, General References.....	3
B. Demonstration and Research Center for Early Education (DARCEE) and Early Training Project.....	20
C. Far West Laboratory Parent-Child Program.....	27
D. Florida Education Project.....	30
E. Ypsilanti Preschool Project.....	33
F. Verbal Interaction Project, Mother-Child Home Program.....	37
Journal References.....	41
Postscript.....	43
Order Information.....	44

## Introduction

Something that has been intuitive knowledge for many is now being verified by researchers--that is, mothers are children's first teachers, and their influence on children's development throughout the growing years is unparalleled in significance.

Helping parents in the home setting to become better parents of their young children is the intent of the programs described in publications cited in this bibliography. What is meant by "better parents"? Simply stated, in this context, it means knowing how to supply at home those things that most parents want for their young children.

Trained home visitors (professional and paraprofessional) can help parents learn to guide their children in experiences which enhance cognitive development. Most often, this involves new ways of using everyday events and simple household materials, available to almost all parents. Home visitors can also help parents discover ways of interacting with their children which enhance social and emotional development.

The intent of home learning programs is not to tell people how they "ought" to be. Rather, the intent is to help people discover how they can use their own parenting potential to create a home environment which furthers the child's whole development, and which is satisfying to them as parents.

Studies show that home programs in which the parent is involved as teacher benefit not only the target child, but result in a beneficial diffusion effect to siblings. This form of intervention, some researchers claim, may well prove to be the most economical--and most effective--way of reaching the greatest number of preschool children.

Papers describing programs for which there are more than three citations are presented in separate sections for convenient reference. These include the Demonstration and Research Center for Early Education (DARCEE) and Early Training Project; the Far West Laboratory Parent-Child Program; the Florida Education Project; the Ypsilanti Preschool Project; and the Verbal Interaction Project, Mother-Child Home Program. Other programs are presented in a general section.

A few publications are included not because they describe programs, but because they provide background information on early childhood education and parental involvement, or because they present learning activities to do at home.

Home Start is a new approach on a national level, planned to begin this spring under the auspices of the Office of Child Development. A document is included which gives guidelines for this program.

Most of the documents cited are available in the ERIC microfiche collection or in journal literature. Abstracts of selected documents have been taken from Research in Education (RIE) and journal article citations from the Current Index to Journals in Education (CIJE). Major descriptors (marked with an asterisk\*) and minor descriptors appear after each title. These descriptors are subject terms used in RIE and CIJE to characterize entries and will help users of this bibliography to identify the topics covered in any given selection.

Each entry which is in RIE is assigned an ERIC Document (ED) number, which appears after the title information. Directions for ordering are given on the last page of the bibliography. A few titles are not available through EDRS but must be ordered from the publishers. Addresses and prices are listed with each of these citations.

# A. Mother-Child Home Learning Programs, General References

From Microfiche Collection (RIE) and from Other Sources

1. Badger, Earladeen. Activities for Infant Stimulation or Mother-Infant Games. Oct 70, 11p. ED 046 510

\*Stimulation; \*Infants; \*Child Development; \*Skill Development; \*Developmental Programs; Mothers; Toys; Parent Child Relationship; Physical Development; Imitation; Social Development; Day Care Programs; Home Programs

Specific suggestions are offered for mother-infant activities, sequenced according to developmental levels, which foster the physical and mental development of the infant and the socio-emotional relationship between mother and infant. The activities are intended for use by professionals, paraprofessionals, and mother-teacher aides who work with infants in Day Care and Home Bound programs. The program is based on the Uzgis-Hunt Ordinal Scales of Infant Development and includes these activity categories: 1) Object Permanence, 2) Development of Means, 3) Imitation (Vocal and Gestural), 4) Operational Causality, 5) Object Relations in Space, and 6) Development of Schemas. A list is given of toys and other materials suitable for inclusion in a mother-infant game kit.

2. Badger, Earladeen. Mothers' Training Program: Educational Intervention by the Mothers of Disadvantaged Infants. Aug 68, 93p. ED 043 378

\*Infants; \*Mothers; \*Educational Programs; \*Home Instruction; \*Culturally Disadvantaged; Mental Development; Motor Development; Language Development; Mother Attitudes; Parent Role; Group Discussion; Home Visits; Learning Motivation; Attention Span; Intervention



Twenty mothers of culturally disadvantaged children took part in a program of self-help which was both child- and mother-centered. Two groups of ten mothers each met weekly with two staff members over an 8-month period and were trained to tutor their infants (1 to 2-years-old) in their homes. Fifteen of the initial 20 mothers remained in the program a second year. The program included: 1) training mothers to use educational toys and materials to stimulate their children's learning in sensory-motor, concept, and language development; 2) discussion of child-rearing problems; 3) fostering attitude change through sharing ideas; and 4) helping the mothers to develop self-confidence and responsibility. Regular home visits were made by staff members to observe mothers working with their babies and to make helpful suggestions. The implementation section of this report describes recruitment of mothers and selection of educational materials. Also given is an account of the weekly meetings which emphasized verbal interaction and involvement of the group and their leader. At the end of the training period each mother completed a questionnaire evaluating the program. Both these evaluations and staff judgments indicated that the program was successful in meeting its objectives.

3. Badger, Earladeen D. Mothers' Training Program: The Group Process.  
Jul 69, 25p. ED 032 926

\*Mothers; \*Parent Education; \*Program Descriptions; \*Compensatory Education Programs; Tutorial Programs; Culturally Disadvantaged; Child Rearing; Parent Role; Infants; Parent Attitudes; Language Development; Parent Workshops

This study hypothesized that mothers from a low socioeconomic area could be trained by teachers to implement an infant tutorial program using their 1- to 2-year-old children as subjects. The 20 mothers recruited were ADC recipients or met the OEO poverty definition. Mothers agreed to attend a 2-hour weekly class to learn teaching techniques to be applied at home. Meetings were divided between child-centered activities (presentation of educational toys and materials) and mother-centered activities (discussions on child management and birth control). The second year program suggested mothers use positive reinforcement, show increased interest in learning, and give children experience in problem solving. Study results showed that the infants made intellectual gains on the Stanford-Binet and ITPA. Mothers showed much interest in the 2-year program, attended regularly, and became involved in paraprofessional teaching and Head Start. Teacher observations during home visits indicated that mothers' attitudes changed positively in respect to teaching their infants. The study concluded that parents must be included in programs for the disadvantaged and that the time variable is crucial to attitude change since it was the second year before mothers developed the self-confidence to use at home what they had learned in class.

4. Bertram, Charles L. A Comparison of Parents' Attitudes Toward AEL's "Around the Bend" and Other Children's Television Programs. Technical Report No. 10. Dec 70, 16p. ED 052 842

\*Preschool Programs; \*Parent Attitudes; \*Television Viewing;  
 \*Television Surveys; \*Educational Television; Preschool  
 Children; Home Visits; Mobile Classroom; Rural Areas; Questionnaires

This study compared the parental appeal of the Appalachia Educational Laboratory's television program, "Around the Bend," with "Captain Kangaroo" and "Romper Room." Data was solicited from 150 parents of children in each of the three treatment groups of the Early Childhood Education Program: 1) children who observed the television program only; 2) those who watched the program and were visited at home once weekly by a paraprofessional; and 3) those receiving the TV program and the home visits, who were also exposed once a week to a mobile classroom. The survey forms were designed to determine which programs were viewed by the children, if parents watched the programs with the children, if parents thought the children enjoyed and/or learned from the programs, and if parents thought the different programs were good for the children. Parents were asked to rate the programs from the best to the very worst and give the program sponsors' names. Eighty-one percent of the 150 parents to whom forms were mailed responded. "Around the Bend" was rated best by 51% of the parents; "Captain Kangaroo," by 38%; and "Romper Room," by 11%. The ratings varied among the parents of children in different treatment groups. Many of the children watched two or more children's programs each day. Many parents watched the programs with their children and felt that instructional television combined with home visits was an acceptable procedure for early childhood education. A summary of the AEL Early Childhood Program is available as ED 052 837.

5. Bertram, Charles L.; And Others. Evaluation Report: Early Childhood Education Program, 1969-1970 Field Test. Summary Report. May 71, 30p. ED 052 837

\*Preschool Programs; \*Program Evaluation; \*Preschool Children;  
 \*Program Effectiveness; \*Program Costs; Parent Reaction; Home  
 Visits; Mobile Classrooms; Nonprofessional Personnel; Television;  
 Cost Effectiveness; Language Development; Cognitive Development;  
 Psychomotor Skills; Interpersonal Competence

This report is based on data obtained during the second year of a 3-year field test cycle of the Appalachia Educational Laboratory (AEL) Early Childhood Education (ECE) Program. The ECE Program is a home-oriented instructional system designed for 3-, 4-, and 5-year-olds, which is being used on a regional basis for approximately 25,000 children. It consists of 30-minute television lessons broadcast into the home each day; a weekly home visit by paraprofessionals to discuss the program with parents and children, and to deliver materials for the parents to use with the children; and group instruction once a week in a mobile classroom. Tests used, methods, and results are reported for children's gains in cognitive, language, psychomotor, and social skills categories. Field test results

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are presented in four areas: program effort (describes material and personnel requirements); program performance (children's achievement gains and parents' and children's attitudes toward the program), program pervasiveness (describes the population which might be served), and evaluation synthesis (summary). The program pervasiveness study and cost analysis indicate that the Appalachia Educational Laboratory ECE Program is an economical alternative to other programs of early childhood education.

6. Boger, Robert P.; And Others. Parents as Primary Change Agents in an Experimental Head Start Program of Language Intervention. Experimental Program Report. Nov 69, 191p. ED 044 168

\*Parent Participation; \*Change Agents; \*Language Programs;  
\*Intervention; \*Preschool Children; Home Programs; Mothers;  
Parent Child Relationship; Teacher Developed Materials

The purpose of this study was to determine the effectiveness of parents as change agents in an ongoing Head Start program. Subjects were 72 rural white disadvantaged and advantaged children and their parents who were assigned to three treatment groups: developmental language, structured language, and placebo (workshop). Mothers met in 12 weekly 2-hour instructional sessions with teachers, using specific materials developed in teacher-directed workshops. (These materials were not used in the Head Start program during the experimental period.) Pre- and posttests on a variety of measuring instruments evaluated children's intellectual, linguistic and self concept performance. Also evaluated was the quality of mother-child interaction and the mother's storytelling ability. Results of the study support the major hypotheses which predicted improvement in language performance, intellectual performance, self concept development, and mother child interaction as a result of a differentiated parent education language program. No program approach was clearly superior, but mothers in the specific content oriented intervention program increased their own verbal and linguistic skills as well as the quality of interaction with their children. Children whose parents work with them appear to have a learning advantage. Appendixes comprise more than 1/3 of the document.

7. Cole, Ann; And Others. Recipes for Fun. . Parents as Resources Project, Winnetka, Illinois. 1970, 40p. Also available in Spanish language version, Recetas Para Divertirse.

[There are no descriptor terms because these publications are not in RIE.]

Home-centered learning activities for mothers to do with their preschool children are described and illustrated in this booklet. It is intended for use both at home, and at workshops which demonstrate the activities to parents. Contents include: Handy Hints, Make Believe, Music and Rhythm, Exploring, Making Things, Learning Games, and Party Fun. Materials needed are simple, inexpensive household items, readily available to most parents.

Availability: PAR Project, 576 Hill Terrace, Winnetka, Illinois 60093,  
\$2.00 each version (Price includes mailing, handling and tax.)

8. Cole, Ann; And Others. Workshop Procedures: A Companion Guide to Recipes for Fun. Parents as Resources Project, Winnetka, Illinois, 1970, 28p.

[There are no descriptor terms because this publication is not in RIE.]

This guide is intended to be used as a companion guide to Recipes for Fun, translating those learning activities into a workshop format for training parents and others working with young children. The guide describes in step-by-step detail the guiding principles and materials necessary to present four workshops of seven activities each. The workshops are carefully planned to emphasize the learning value inherent in play, and to enable participants to develop self confidence, thus paving the way for follow-up at home or at school.

Availability: PAR Project, 576 Hill Terrace, Winnetka, Illinois 60093, \$2.00 (Price includes mailing, handling and tax.)

9. Evaluation Report: Early Childhood Education Program, 1969 Field Test. Mar 70, 204p. ED 041 626

\*Early Childhood Education; \*Preschool Programs; \*Program Evaluation; \*Pilot Projects; Televised Instruction; Evaluation Techniques; Educational Objectives; Paraprofessional School Personnel; Home Programs; Parent Participation; Cognitive Development; Language Development; Mobile Classrooms; Cost Effectiveness; Student Attitudes; Parent Reaction; Socioeconomic Factors

Reported are findings from the first year's field test of the home-oriented Appalachia Education Laboratory (AEL) Early Childhood Education Program for 3-, 4-, and 5-year-olds. The program consists of a 30-minute daily television lesson, a weekly home visit by a paraprofessional, and group instruction once a week in a mobile classroom. The sample was made up of a total of 450 children divided into three groups. Group 1 received TV instruction and home visits and attended the mobile classroom. Group 2 had TV and home visits; Group 3, only TV instruction. Thirty subjects from each group were tested for evaluation purposes. The data are presented in 5 categories: program effort, program performance, program pervasiveness, program cost analysis, and evaluation synthesis. Appendixes (one-sixth of this report) present detailed data analysis for 1) the program's evaluation plan, 2) interest level of project children, 3) IQ gain, 4) language development and behavior, 5) cognitive growth, 6) the parent attitude questionnaire and checklist, 7) paraprofessional attitude data instrument and results, and 8) socioeconomic factors of treatment and control groups. It was found that TV lessons and home visitations (but not the mobile classroom) had a positive effect on children's cognitive development. Children in Group 1 scored highest on verbal expression.



10. Filep, Robert T.; And Others. The Sesame Mother Project. Final Report. Aug 71, 92p. ED 055 676

\*Television; \*Educational Television; \*Mothers; \*Preschool Children; \*Cognitive Development; Inner City; Low Income; Negroes; Mexican Americans; Home Visits; Parent Role; Parent Education; Childhood Attitudes

The main objective of the Sesame Mother Pilot Project was to increase the effectiveness of the television program with preschool children in densely populated, low-income, inner-city areas. Volunteer Mothers selected from the inner-city areas of Los Angeles and Chicago were trained to conduct viewing sessions in their own homes. Following the viewing of each program, the Sesame Mother directed activities to reinforce specific aspects of the program and relate the program to the children's experiences. Effectiveness tests (including cognitive and attitudinal measures) indicated that in most cases the Sesame Mother program improved children's skills and that more child involvement resulted in more improvement. Preschoolers for the project, recruited by each mother in her own neighborhood, were between 3 and 5 years old with little or no previous school experience. Parents' own evaluations showed that most parents thought the Sesame Mother program increased their children's learning skills as well as their attitudes.

11. Filep, Robert T.; And Others. Sesame Street Viewing Volunteer Training Manual. Jul 71, 81p. ED 056 770

\*Educational Television; \*Preschool Children; \*Leaders Guides; \*Volunteers; \*Preschool Programs; Television Viewing; Scheduling; Learning Activities; Safety; Physical Facilities; Parent Participation; Instructional Materials

This guide was prepared to aid volunteers working with preschool children who view the television program, "Sesame Street". The suggestions in this booklet grew out of a study called the "Sesame Mother Pilot Project," conducted in 1970-71 by the Institute for Educational Development. This guide is divided into nine main parts: what "Sesame Street" is all about, you and the children, ways of organizing viewing sessions, arranging the viewing area, involving parents and children in your viewing group, suggestions for volunteers, "Sesame Street" goals, sample games and suggestions, and recruiting material.

12. Filep, Robert T.; Gillette, Pearl T. Sesame Street Viewing Volunteer's Guide: A Guide to be Used for Conducting Viewing Sessions of Sesame Street with Preschoolers. Jul 71, 53p. ED (Available in May 1972 RIE)

\*Broadcast Television; \*Guides; \*Volunteers; \*Preschool Children; \*Television Viewing; Mothers; Nonprofessional Personnel; Parent Participation; Activities

Availability in hard copy for numbers 11 and 12 (above) is: Institute for Educational Development, 999 North Sepulveda Blvd., El Segundo, California 90245.

This guide was prepared to aid volunteers working with preschool children before, during, and after viewing the television program, "Sesame Street." Suggestions in this booklet grew out of a study called the Sesame Mother Pilot Project conducted in 1970-71 by the Institute for Educational Development. This guide is divided into nine main parts: what "Sesame Street" is all about, you and the children, ways of organizing viewing sessions, arranging the viewing area, involving parents and children in the viewing group, suggestions for volunteers while working with the children, the goals of "Sesame Street", sample games and suggestions, and recruiting material. A Spanish language version of the guide is available as PS 005 154.

13. Frichtl, Chris; Peterson, Linda Whitney. Early Infant Stimulation and Motor Development. Dec 69, 16p. ED 038 179

\*Retarded Children; \*Infants; \*Motor Development; \*Developmental Tasks; \*Training Techniques; Perceptual Motor Coordination; Perceptual Motor Learning; Physical Development; Skill Development; Positive Reinforcement; Visual Stimuli

Professional workers can assist parents of retarded infants by 1) helping them to recognize and cope with their feelings of guilt and despair, and 2) establishing a home program of exercises to allay the infant's inertia. Such exercises have been demonstrated by numerous investigators to be of positive value in improvement of motor performance. This paper gives the interventionist and parent a tool for determining the infant's functional level, using the principle that maturation proceeds in a cephalocaudal direction. The child is to be rated on a list of motor skills related to head control and to locomotion. Using this assessment as a basis, and with the physician's approval, the interventionist can suggest stimulation exercises for the child which will help him to learn to perform physical tasks, in sequence and over a period of time. Detailed instructions and diagrams are given for helping the child to attain 18 motor skills, which range from raising the head to walking unaided. The verbal response of the parent, both in providing direction and in showing pleasure and praise, is of crucial importance to the success of the retarded child in performing these programmed exercises.

14. Gordon, Ira J. Baby Learning Through Baby Play: A Parent's Guide for the First Two Years. St. Martin's Press, New York. 1970, 121p.

[There are no descriptor terms because this publication is not in RIE.]

Through planned games and play, parents can greatly influence their children's later intellectual ability. The games described in this book are designed to: 1) help a baby develop basic skills, such as eye focusing, coordination between eyes and hands, and ability to distinguish between objects; 2) help the baby become aware of how to use these skills to explore the world about him; 3) show the baby that

learning is fun, and 4) build love and trust by encouraging interaction between parent and child. The games are presented in order of difficulty for babies in various stages of development, from about 3 months to about 2 years of age. The guide is written in simple language and well-illustrated.

Availability: St. Martin's Press, Inc., 175 Fifth Avenue, New York, New York 10010. \$3.95.

5. Gordon, Ira J. Parent Involvement in Compensatory Education. 1970, 89p. ED 039 954

\*Compensatory Education Programs; \*Parent Participation; \*Preschool Programs; \*Research Reviews (Publications); Cognitive Development; Cultural Disadvantage; Cultural Factors; Emotional Development; Environmental Influences; Family Environment; Intervention; Parent Education; Parent Influence; Preschool Children; Research Projects

This monograph considers the effects of the family on the intellectual and personal development of the child, and the effects of culture upon the family's way of life, and thus, on the child. In a survey of early compensatory education projects, university based programs and school and community programs are described. Program organizational questions discussed are: locus of control, location of service, purposes and goals, and use of personnel. A status report of parental participation in compensatory education is given and program content for parental involvement is discussed, with emphasis on the importance of home visitation programs. The need for improved research and evaluation design and methods is stressed. Also available from: University of Illinois Press, 54 E. Gregory, Champaign, Ill. 61820 (\$2.50).

6. Hamilton, Marshall L. Evaluation of a Parent and Child Center Program. Jun 70, 16p. ED 045 189

\*Preschool Children; \*Parent Participation; \*Comprehensive Programs; \*Parent Child Relationship; \*Stimulation; Intervention; Teacher Aides; Parent Education; Program Evaluation; Mexican Americans; Family Environment; Child Development; Disadvantaged Groups; Migrant Education; Migrant Child Education

In the particular intervention program described, children under 3 years of age are given a nursery school type of experience five days a week for eight or more hours a day, with program emphasis on stimulating retarded development. Mothers are given inservice training averaging 3 hours per week, stressing development of mothers' self-concept, general handling of the child, language development of the child, physical care, and development of child's gross and fine motor control. A minimum of 10 weeks of paid participation as a teacher aide is available for each of the mothers. Data

are reported for an 11-month period on 18 families from two centers that primarily serve Chicano migrant families. Children were pre- and posttested on measures to determine motor, language, and social development and, in addition, a test was given to assess the stimulation potential of each child's home. Conclusions must be tentative in the absence of a control group, but posttest scores indicated a significant improvement in the amount and quality of developmental home stimulation. Subtest scores showed the greatest improvement in the areas of language development and developmental and vocal stimulation.

17. The Home Start Program: Guidelines. Dec 71, 18p. ED(Available in June 1972 RIE)

\*Federal Programs; \*Home Programs; \*Parent Participation;  
\*Preschool Children; Guidelines; Community Involvement;  
Comprehensive Programs; Home Visits; Financial Support;  
Evaluation

Described are objectives and program components for Home Start, which was developed by the Office of Child Development as an alternate way to provide Head Start-type comprehensive services for young children in their homes. The program plans to involve parents directly in the educational development of their children and must be essentially home-based, in contrast to Head Start programs, which are center-based. Components of the program which must be developed through the use of existing local resources focus on nutrition, health, and psychological and social services. Also briefly discussed are the plans to involve parents, delivery of Home Start services, selection of Home Start locations, recruitment of families, training of staff, funding and budget.

18. Huntington, Dorothy S. Programs for Infant Mothering to Develop a Sense of Self and Competence in Infancy. Apr 71, 19p. ED 054 748

\*Intervention; \*Parent Attitudes; \*Parent Child Relationship; \*Self Concept; \*Child Care Workers; Infants; Mothers; Socialization;  
Disadvantaged Groups; Intellectual Development; Emotional Development;  
Home Visits; Day Care Services; Foster Homes; Parent Participation

Intervention programs for the disadvantaged should be based on an understanding of the behavior and attitudes of people in poverty. Poor people share a sense of hopelessness and helplessness, a lack of belief that they can change their situations, and low self-esteem. Programs to train child care workers who are themselves disadvantaged (parents, foster home mothers, day care and institutional staff) should show trainees that what they are doing is important, and that how they stimulate and interact with the children in their care can vitally affect the children's development and chances for the future. This objective can be accomplished by involving parents and staff in decision making, showing respect for them as individuals and respect for what they know, and discussing with them the babies' preferences and individual styles. To effect meaningful and lasting changes in children, parents must be involved in intervention programs. Such programs should stress respect for cultural differences and for parents' choices on how to raise their children, coupled with constant and intensive support for the caregivers.



19. Karnes, Merle B.; And Others. Educational Intervention at Home by Mothers of Disadvantaged Infants. Mar 70, 9p. ED 039 944

\*Parent Participation; \*Compensatory Education Programs;  
 \*Home Programs; Preschool Children; Positive Reinforcement;  
 Intervention; Parent Education; Mothers; Culturally Disadvantaged

The use of mothers of disadvantaged children as agents of educational intervention is investigated in this study. (The complete report will appear in the December, 1970, issue of "Child Development.") The program was designed to aid children's development and to foster a sense of dignity and value in the mothers. One Caucasian and 15 Negro mothers, all from poverty environments, completed the 15-month training program. The initial ages of their children who participated in the program were between 13 and 27 months. The training program for the mothers consisted of a 2-hour meeting every week at which they learned teaching techniques based on the principles of positive reinforcement. The mothers were asked to use these techniques with their children every day. Though an actual control group could not be maintained, comparisons were made with a matched group and with a group of siblings who were not taught with the reinforcement techniques. Comparisons based on the Stanford-Binet, and the Illinois Test of Psycholinguistic Abilities revealed the post-program superiority of the experimental group over both the matched group and the sibling group.

20. Karnes, Merle B.; And Others. Investigations of Classroom and At-Home Interventions: Research and Development Program on Preschool Disadvantaged Children. Final Report. (Volume I of III Volumes). May 69, 300p. ED 036 663

\*Comparative Analysis; \*Compensatory Education Programs; \*Intervention;  
 \*Longitudinal Studies; \*Program Evaluation; Cognitive Development;  
 Home Programs; Infancy; Language Skills; Verbal Development;  
 Paraprofessional School Personnel; Parent Education

To determine the relative effectiveness of different methods of preschool educational intervention for disadvantaged children, comparisons were made of five programs whose levels of structure ranged from the traditional nursery school to a highly structured preschool. Subjects were 79 4-year-olds representing a wide range of ability levels. Intervention effects were evaluated at the end of the preschool year and also, at the end of the kindergarten year. Follow-up data were collected at the end of first grade for three of the programs. Preliminary results were differential and encouraging for the more structured programs. The ameliorative preschool provided a framework for the subsequent investigation of related variables: effects of initiating the program with 3-year-old, low IQ children, and the feasibility of using paraprofessional staff as teachers. Included in this report are studies undertaken to provide instructional programs for children under 3 years and to find techniques to train mothers in home intervention.

Lane, Mary B.; And Others. Nurseries in Cross-Cultural Education.  
Final Report. 1971, 470p. ED 053 815

\*Cross Cultural Studies; \*Intercultural Programs; \*Mental Health Programs; \*Preschool Programs; \*Inner City; Models; Depressed Areas (Geographic); Home Programs; Individual Differences; Family Involvement; Teacher Role; Nursery Schools; Program Descriptions; Tables; (Data)

Nurseries in Cross-Cultural Education (NICE) initiated and implemented a 5-year program involving three nursery schools in preventive mental health in a San Francisco poverty area. It was a demonstration project carried out to study processes of involving inner-city families in coping with problems that often overwhelm city dwellers. NICE focused on the education of children 2 to 5 years old as an intercultural preschool experience whose influence extended outward to the multi-ethnic neighborhood. The processes developed in NICE comprise an interaction model that might be utilized with groups of people everywhere. Chapter titles include: The Setting of the Study, Individualized Cross-Cultural Family Model, Review of Research in Preschool Programs, Description of the Sample, Description of Project Setting and of Staff, Program for Children, Program for Adult Members, Mother as Teacher at Home, The Acquisition and Analysis of Evaluation Data, Analysis of Processes Used to Obtain Growth, and Vignette of a NICE Project. Extensive appendixes present schedules, timetables, behavior rating scales and staff information.

Mann, Marlis. The Effects of a Preschool Language Program on Two-Year Old Children and Their Mothers. Final Report. Sep 70, 67p. ED 045 224

\*Language Development; \*Parent Education; \*Preschool Children; \*Mothers; \*Language Programs; Verbal Communication; Parent Child Relationship; Program Effectiveness; Concept Formation; Video Tape Recording; Syntax; Group Counseling; Evaluation Techniques

A study was made to determine whether a structured language program for 2-year-old educationally disadvantaged children and a complementary structured language program for their mothers would significantly affect the language behavior of mothers and children. Twenty-four lower socioeconomic status mothers and their 2-year-olds were placed in the following three groups: 1) language treatment, 2) counseling and day care treatment, and 3) control with no treatment. Hypotheses were tested which concerned language styles and mother-child interaction patterns. Experimental language group children and mothers received treatment (verbal reinforcement, elaboration and extension) for 1 1/2 hours, 2 days a week for 10 weeks. Mothers in the counseling group received counseling on matters of concern to low income black mothers for 3 hours daily, once a week for 10 weeks. Their children were in a day care for that period of time. Pre- and posttests of mothers and children in the two experimental groups were made using a syntax measure and the

children were tested on concept development. Controls were posttested only. It was concluded that the structured language program (a) produced a significant change in the syntax style of mothers and the pattern of verbal interaction between mothers and children, and (b) effectively changed the syntax style of the children.

23. Meier, John H.; And Others. An Education System for High-Risk Infants: A Preventive Approach to Developmental and Learning Disabilities.  
Mar 70, 59p. ED 043 379

\*Infancy; \*Early Childhood Education; \*Learning Disabilities;  
\*Intervention; \*Curriculum Planning; Early Experience;  
Enrichment Programs; Remedial Instruction; Parent Participation;  
Environmental Influences; Research Reviews (Publications);  
Curriculum Development; Developmental Programs; Parent Child Centers

This paper reviews recent literature in the field of infant education, presents a rationale for developing a systematic program of infant education, and suggests how this might be accomplished. Developmental research has shown that experiential deprivation, whether environmentally or neurologically caused, is the major factor in mental retardation and learning disability. If this factor can be minimized by giving potentially handicapped (high-risk) infants appropriate and therapeutic experiences, these disabilities can be minimized or prevented. A multiphasic program of education of the high-risk infant should be initiated at as early an age as possible. Two approaches used are the enriched day care setting, and the training of mothers in programs of infant stimulation in the home. It is suggested that an infant curriculum include: 1) a solid conceptual rationale, 2) an inventory of infant development which uses valid assessment instruments and skilled observations, 3) a systematic method of teaching those who will teach parents and babies, 4) a detailed curriculum of sequential and hierarchical experiences, and 5) an additional remediation system which can be used when special intervention techniques are needed.

Availability: "Disadvantaged Child, Volume III," J. Hellmuth (Ed.) Nov. 1970. Brunner-Mazel Publishers, 80 E. 11th St., New York, N. Y. 10003 (\$12.50)

24. Micotti, Antonia R. Dame School Project (Bi-Lingual Pre-School Project), Santa Clara County Office of Education. Final Report, August 1, 1970.  
Aug 70, 32p. ED 046 514

\*Preschool Programs; \*Mexican Americans; \*Concept Formation;  
\*Language Development; \*Home Programs; Low Income; Parent  
Education; Mothers; English (Second Language); Bilingual  
Education; Testing; Educational Programs; Teacher Aides;  
Curriculum Development; Family Environment; Changing Attitudes

The objectives of this 1-year project were 1) to demonstrate an at-home procedure of teaching in order to improve the concept formation and language development environment of 40 children (3-5 years) residing in low income homes where the primary language was Spanish; 2) to train 11 women from the community as home teachers; and 3) to give training to the mothers of the project children so that they could improve their teaching techniques with their own children. The pretests and posttests administered

were the Test of Basic Language Competence, given in Spanish and English, the Inventory of Developmental Tasks, given in Spanish, and the Maternal Teaching Style Instrument (Mother/Child Test) given in Spanish. After the year, the children demonstrated marked improvement in concept and language development; all home teachers had received 370 hours of inservice and preservice training; and mothers showed considerable changes in terms of attitudes, educational materials apparent in the homes, and upkeep of themselves and their homes. The report recommends extension of the curriculum to kindergarten, revision of training models and development of "home packets" for the project children.

25. Mother's Training Program, Urbana, Illinois: Model Programs. Childhood Education. 1970, 24p. ED 045 781

\*Family Programs; \*Mothers; \*Parent Child Relationship;  
 \*Preschool Education; Group Discussion; Intelligence Tests;  
 Preschool Tests; Preschool Programs; Training Techniques

Prepared for the White House Conference on Children (December 1970), this booklet reports on a mothers' training program in Urbana, Illinois--one of 34 promising programs on childhood education. The training program is a tutorial program at the University of Illinois involving both mother and child; the program tries to demonstrate that mothers in deprived areas can be effectively trained to provide their own children with a more stimulating home environment and some basic preschool skills. Results have been highly promising; in contrast to the usual pattern for children from disadvantaged areas, the participating infants show increasing improvement on intelligence tests. The mothers are self-confident and enthusiastic about the program. The mothers in the program set aside a regular time for daily training sessions at home with the child; these sessions vary in length depending on the infant's attention span. In addition, the mothers attend two-hour group meetings once a week. The program provides transportation to the school and pays \$3 per session to cover babysitting expenses. Basic toys and other materials are supplied.

26. Newman, Sylvia. Guidelines to Parent-Teacher Cooperation in Early Childhood Education. Book-Lab, Inc. New York, 1971, 96p.

[There are no descriptor terms because this publication is not in RIE.]

This booklet describes a program used in 20 New York City schools to improve academic achievement. Involvement of parents in their children's education through curriculum workshops was an integral part of a plan which also included a pre-kindergarten program and reduced class sizes for kindergarten and elementary grades. Parents were encouraged to use their skills to contribute to workshops on topics such as: how 4-year-olds



learn; toys as learning tools; teaching of geography, math, and science; reading readiness; use of the arts in development of skills; and library use. Each workshop included suggested activities that parents could use for follow-up in the home.

Availability: Book-Lab, Inc., 1449 Thirty-Seventh Street, Brooklyn, New York 11218

27. Niedermeyer, Fred C. Parent-Assisted Learning. Sep 69, 44p. ED 042 588

\*Kindergarten Children; \*Parent Participation; \*Programmed Tutoring; \*Reading Improvement; \*Reading Research; Parent Education; Parent Role; Performance Factors; Reading Diagnosis; Reading Programs

The effects of parent-monitored practice at home on pupil performance in reading were investigated. The study used as instructional vehicles the Parent-Assisted Learning Program (PAL) and the Southwest Regional Laboratory's (SWRL) First-Year Communication Skills Program. PAL was designed to enable school personnel to establish a system whereby parents effectively instruct their primary-grade children in basic skills at home. Programmed materials, called Practice Exercises, and carefully prescribed training procedures were developed to be used by parents or other nonprofessionals. The results of a study made in three kindergarten classes indicated that the PAL and Communication Skills Program elicited high levels of parent participation and pupil learning. References are included.

28. O'Farrell, Brigid. A Study in Child Care (Case Study from Volume II-A): "They Understand." Day Care Programs Reprint Series. Nov 70, 63p. ED 051 892

\*Day Care Programs; \*Day Care Services; \*Preschool Curriculum; \*Child Development; \*Family School Relationship; Mothers; Program Descriptions; Organization; Bus Transportation; Infants; Stimulation; Home Visits; Language Development; Disadvantaged Groups; Pregnancy

This day care center, serving 100 children (birth to 3 years old), admits only one child per family. The child must be the first or second child in a family where both parents have high school education or less and earn less than \$5,000 per year. The program philosophy maintains that quality day care must carry over into the child's home life and community. The center supports a home visit program designed to help fulfill the educational, nutritional and health needs of expectant mothers through the child's third year. Many of the women selected for the program are unmarried high school students. The primary goal of the educational program is to give young children and their families opportunity for

maximum intellectual, emotional and social growth. The infant program emphasizes the young child's emotional need for attachment to a special person, follows Piagetian task sequencing, provides infant stimulation and encourages language development. The "Family Style" toddler program allows the child to choose between various learning experiences, with older children helping younger ones. Creativity, sense perception, and small and large muscle activity are important parts of the curriculum. The document provides information concerning transportation, health, food, policymaking, staff organization, volunteers, and resource use.

Painter, Genevieve. Teach Your Baby, Simon and Schuster, New York, 1971, 223p.

[There are no descriptor terms because this publication is not in RIE.]

This book presents a complete program of simple daily activities for parents to do with their children to develop children's learning abilities. The activity programs are planned to stimulate cognitive, social and physical development, and are designed for every stage of development from infancy to 4 years of age: a) Newborn to Sitting; b) Sitting to Toddlng; c) Toddlng to Running; and d) Running, Climbing, Talking. Activities are clearly described and illustrated, and examples given of how a daily program can be planned to suit the individual mother and baby.

Availability: Simon and Schuster, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 \$6.95

Schaefer, Earl S.; Aaronson, May. Infant Education Research Project: Implementation and Implications of a Home Tutoring Program. 1970, 42p.  
ED 054 865

\*Infants; \*Home Instruction; \*Intellectual Development;  
\*Tutoring; \*Disadvantaged Youth; Staff Orientation; Parent  
Attitudes; Language Skills; Toys; Games; Intelligence Quotient

The Infant Education Research Project was designed to facilitate the intellectual development of disadvantaged children through a program of home tutoring during the second and third years of life. An experimental group of 31 Negro male infants and a control group of 33 Negro male infants were selected from door-to-door surveys of two lower-socioeconomic neighborhoods in Washington, D.C. Tutors visited the home of each experimental infant for an hour a day, five days a week, beginning when the infant reached 15 months of age and continuing through 36 months. Participation of the mother was encouraged but not required. Tutors were carefully selected and specially trained to make maximum use of teaching materials such as toys, books, music and rhythm, puzzles, games, and to provide children with the experiences of walks and excursions. Pleasant interpersonal relationships were encouraged and maintained at all levels

of the project. Posttest gains confirm the success of the program for the experimental infants. However, it is suggested that tutoring should begin before 14 months of age. Four generalizations about the educational process in relation to program development are also made.

31. Silverstone, Naomi, Ed. Programs for Infants and Young Children. Part I: Education and Day Care. Oct 70, 221p. ED 047 807

\*Educational Programs; \*Early Childhood Education; \*Comprehensive Programs; \*Program Descriptions; \*Program Effectiveness; Preschool Children; Community Programs; Infants; Day Care Programs; Special Services; Foreign Countries; Mental Retardation; Home Programs; Films; Information Sources

This book is intended for use by local committees who are planning and organizing day care and education programs for infants and young children. Descriptions are given of various types of programs that are already in operation: 32 in the United States and three in other countries. Some of these programs are comprehensive but highlight educational skills; some are primarily concerned with education, either at home or in learning centers and some provide day care. Other programs provide services for the mentally retarded or others with special needs. Each program summary is followed by four sections: 1) objectives; 2) program descriptions; 3) effectiveness; and 4) replication. Further information may be obtained by writing to individual program directors; addresses are included. A bibliography gives other sources of information on early childhood programs and includes film suggestions.

32. Stern, Carolyn. [Head Start Research and Evaluation Office, University of California at Los Angeles. Annual Report, November 1967. Section II.] Nov 67, 56p. ED 021 613

\*Academic Achievement; \*Preschool Children; \*Sociolinguistics; \*Culturally Disadvantaged; Research Projects; Problem Solving; Learning; Subculture; Behavior Patterns; Changing Attitudes; Parent Attitudes; Home Instruction; Evaluation Methods; Mathematical Concepts; Puzzles; Dialects

A Head Start research report on ways to improve academic achievement of disadvantaged children describes five projects: 1) a study of sociolinguistic variables in school learning and problem solving when classes are taught in dialect versus standard English; 2) subcultural determinants of cooperative and competitive behavior in preschool children as a function of reward condition, sex, and ethnic background, and group versus individual reward contingencies as a measure of differences in cooperation and competition (a cross-cultural comparison was also made of such behavior in kibbutz and urban children in Israel); 3) measurement of change in social and personal attitudes of parents which investigated the effect of their participation in Head Start on subsequent use of community

resources, the measurement of changes in parental feelings of alienation as a result of participation, and the evaluation of special instruction in improving the home teaching of parents of disadvantaged children; 4) development of evaluation instruments to study the echoic responding of disadvantaged preschoolers as a function of the type of speech modeled; and 5) an experimental study of variables in teaching mathematical concepts to investigate the effectiveness of instruction in puzzle-assembly skills.



- B. Demonstration and Research Center for Early Education (DARCEE) and Early Training Project, George Peabody College for Teachers, Nashville, Tennessee.

1. Barbrack, Christopher; And Others. A Guide for Home Visitors. (Preliminary Draft). Aug 70, 197p. ED 055 644

\*Home Visits; \*Parent Education; \*Preschool Education; \*Teacher Education; \*Teaching Guides; Teacher Role; Teaching Techniques; Low Income; Mothers; Case Studies; Motivation; Confidentiality; Family Environment; Objectives; Home Programs

To increase the educability of preschool children from low income homes, the Demonstration and Research Center for Early Education (DARCEE) devised a home visiting program to teach the mother to be an effective teacher of her child at home. The DARCEE guide is intended as one resource to help provide information for persons in training to be home visitors and to help trainees develop skills and attitudes necessary for changing maternal patterns of interaction where necessary. Home conditions that influence learning are discussed. A general description of the DARCEE approach is given along with a detailed record of an entire series of visits to one home. The program sought to involve the mother in community life along with strengthening her skills as a teacher at home. The future of home visiting as a benefit to the home visitor, to the family and to the community is described. References and a glossary of terms are included. Appendix A lists suggested activities for home visits. Appendix B lists a sample unit. (Also available from DARCEE \$2).

- Barbrack, Christopher R.; And Others. Information on Intervention Programs of the Demonstration and Research Center for Early Education. [1970], 36p. ED 046 492

\*Preschool Programs; \*Program Descriptions; \*Intervention; \*Low Income Groups; \*Cognitive Development; Attitudes; Evaluation Methods; Parent Education; Home Programs; Mothers; Social Development; Physical Development; Language Development;

This report describes the Demonstration and Research Center for Early Education (DARCEE), a center initiated to develop knowledge to improve the educability of young children. The report includes a fold-out diagram of DARCEE intervention programs--completed, current, and planned. Each program is listed with 1) an explanation of the purpose and objectives of the program; 2) a listing of program publications and reports; and 3) a description of the individual project's setting, subject population, and the time period involved. Included in the report is a general description of the DARCEE program organized in terms of two classes of variables, aptitude for achievement and attitudes toward achievement. Programs for language, social, and physical development are discussed. Also explained are programs for parents which are built on the idea that training the mother to provide experiences for her children will promote their growth and development. DARCEE program implementation methods and evaluation approaches used are included in this report.

3. Barbrack, Christopher R.; Horton, Della M. Educational Intervention in the Home and Paraprofessional Career Development: A First Generation Mother Study. 1970, 34p. ED 045 190

\*Parent Participation; \*Career Opportunities; \*Preservice Education; \*Home Programs; \*Preschool Children; Mothers; Testing; Academic Aptitude; Change Agents; Intervention; Home Visits; Parental Aspiration; Parent Child Relationship; Parent Attitudes; Parent Education

In 1968 the Demonstration and Research Center for Early Education (DARCEE) initiated a small study to build and utilize mothers' skills (established in an earlier and major study) and to begin to construct and explore the feasibility of a "career ladder" for persons interested in early education. Subjects were 12 Negro preschoolers and their families. They were exposed to a 40-week program of home visits by selected mothers. The home visitors received a brief two-phase training program emphasizing: 1) goals of DARCEE and 2) demonstrations and activities to be used in subjects' homes. Subjects were tested in a pretest-posttest design on three measures of academic aptitude, one of which was a specially developed DARCEE instrument. Results indicate that no significant increases or decreases occurred. However, mothers involved as Home Visitors appeared to have increased self esteem, aspirations and expectations as a result of program participation. Appendixes make up almost 1/2 of this document.

4. Barbrack, Christopher R.; Horton, Della M. Educational Intervention in the Home and Paraprofessional Career Development: A Second Generation Mother Study with an Emphasis on Costs and Benefits. Final Report. Jul 70, 45p. ED 052 814

\*Home Programs; \*Home Visits; \*Mothers; \*Career Opportunities; \*Paraprofessional School Personnel; Preschool Children; Cognitive Development; Stimulation; Intervention; Compensatory Education; Costs; Parent Education; Low Income Groups

The present study compared the relative effectiveness of three home visiting projects whose purpose was to train low income mothers to use commonly available materials and everyday events for the educational stimulation of their preschool children. The home visiting projects varied in terms of expense and professional qualifications of the home visitors. Data on general intelligence, concept development and maternal teaching style were analyzed to determine the effect of home visits on the child and mother and to compare treatment effects associated with each of the projects. In addition to the Stanford Binet and Peabody Picture Vocabulary Test used to test children's aptitude, two relatively new instruments were used; the DARCEE Concept Test for Children, and an abridged version of the Maternal Teaching Style Instrument. Results of testing showed little difference between treatment groups and suggest a useful plan for involving paraprofessionals in a meaningful "career ladder" which results in an educational intervention project staffed entirely by paraprofessionals.

5. Gilmer, Barbara R.; And Others. Intervention with Mothers and Young Children: A Study of Intrafamily Effects. Dec 70, 63p. ED 050 809

\*Cognitive Development; \*Intervention; \*Preschool Programs;  
 \*Program Effectiveness; \*Disadvantaged Groups; Self Concept;  
 Negro Mothers; Negro Youth; Testing; Siblings; Parent Child  
 Relationship; Home Visits; Parent Role; Comparative Analysis;  
 Skill Development; Stimulation

This study compares three methods of intervention conducted over 2 1/2 years to promote cognitive development and competency of disadvantaged young children. Subjects were about 80 black mother-child-younger sibling triads, divided into three groups (and matched with comparison groups): 1) Maximum Impact, a training program for the target child (3 to 4 years of age) at a center 5 days a week, and for the mother at a center once a week; 2) Curriculum, which gave the older children a classroom program like that of the first group but offered no program for mother or siblings; and 3) Home Visitor, in which the family had no direct contact with the center but received 1-hour home visits once a week from a teacher who showed the mother how to instruct her children. The center program for mothers taught them how to stimulate their children intellectually and improved mothers' self-concept and home management. The children's class program emphasized skill development and an ordered environment. Intelligence pretests and posttests were given to mothers and children. Program effects on target children, differential effect of the mothers' involvement, vertical diffusion to siblings, and the effect of the home visitor are discussed.

6. Gilmer, Barbara R. Intra-Family Diffusion of Selected Cognitive Skills as a Function of Educational Stimulation. 1969, 29p. ED 037 233

\*Compensatory Education Programs; \*Intervention; \*Siblings;  
 \*Diffusion; Preschool Programs; Parent Participation; Program  
 Evaluation; Concept Formation; Parent Child Relationship;  
 Cognitive Development

In order to investigate diffusion effects within families involved in an intervention program, 80 disadvantaged children were divided into four groups, three of which were made up of younger siblings of preschool children in the intervention program. In two of these three groups, the mother was also involved in the program. The fourth group was for control. The diffusion effects studied were those that related to concepts (defined as knowledge that can be shown by matching, recognition, or identification behavior). The measurement instrument was the Basic Concept Test, whose content was drawn from the curriculum material used in the intervention program. It was hypothesized that the two groups having both sibling and maternal involvement would show greater conceptual development, and that these groups would also have the information necessary to recognize and identify the test stimuli. Results from Orthogonal Comparisons supported both the hypotheses. Superior performance by the maternal involvement groups was recognized as a manifestation of a level of conceptual development directly associated with intra-family diffusion effects. Maximum intervention effects appear to result when mothers are involved in a program and vertical diffusion affects the younger siblings of children in the program.

7. Gray, Susan W.; And Others. Research, Change, and Social Responsibility: An Illustrative Model From Early Education. Sep 67, 34p. ED 033 922

\*Program Descriptions; \*Early Childhood Education; \*Program Evaluation; \*Culturally Disadvantaged; \*Preschool Programs; Intervention; Parent Education; Home Visits; Family Environment; Teaching Styles; Mothers; Teacher Education; Social Responsibility; Socialization; Teaching Skills

The Demonstration and Research Center for Early Education (DARCEE) seeks to improve the educability of young deprived children through a tight interaction of research, training, and demonstration. One aspect of research involves intervention with families, including mother training, curriculum for the child, and home visits. Partial results indicate that the program is effective, with acceleration of development depending on the depth of intervention for each child. The teacher shortage in the subprofessional area is being solved by a program to train the trainers of aides. Focusing on the subprofessionals, but maintaining staff contiguity, an Ellis River project progresses in three phases: training of team leaders, training of team members, and in-service practice. Natural setting observations are made in the home and in the classroom to determine influences of a low income background. These influences sometime fail because of lack of direction, organization, and consistency.

8. Gray, Susan W.; Klaus, Rupert A. The Early Training Project: A Seventh Year Report. [1969], 19p. ED 032 934

\*Intervention; \*Program Evaluation; \*Longitudinal Studies; \*Culturally Disadvantaged; Compensatory Education Programs; Preschool Programs; Grade 4; Negroes; Siblings; Parent Education; Academic Achievement; Intelligence Quotient; Experimental Groups; Control Groups; Comparative Analysis

An intervention program was designed to study offsetting progressive school retardation of deprived children and the impact of the program on the community. This third report presents findings at the end of the fourth grade, 3 years after the experiment ceased. Subjects were 88 children, all Negro, and 27 of these served as a distal control group. Summer schools, home visitations, and weekly meetings recorded student and parent attitudes concerning achievement and aptitudes related to achievement. (Described in detail in an earlier report). The Binet IQ, Peabody Picture Vocabulary Test, and Metropolitan Achievement Test were administered in pre-, post-, and follow-up testing. Intervention caused a fairly sharp rise in Binet and PPVT scores at first; these leveled off, and gradually declined. Third-year data indicated that differences between experimental and control children were significant on Binet IQ but not on the PPVT. Differences in achievement test scores were significant at the end of first grade but not at the end of fourth grade. It was found that younger siblings were also affected by the intervention programs used with mothers and subject children.



9. Gray, Susan W.; Klaus, Rupert A. Deprivation, Development, and Diffusion.  
Sep 66, 25p. ED 034 813

\*Developmental Programs; \*Educationally Disadvantaged; \*Intervention;  
\*Preschool Children; \*Preschool Programs; Academic Aptitude;  
Educational Retardation; Intellectual Development; Intelligence;  
Learning Readiness; School Social Workers; Socioeconomic Status

The Early Training Project, supported by the National Institute of Mental Health, experimentally tested a developmental intervention program designed to improve the educability of young educationally deprived children. Three groups were randomized from a group of 65 deprived children born in 1958 in a small southern city. One group had three summers of a specially planned preschool, another had two. Both had the services of a specially trained home visitor during the first grade. The third group served as the local control group. A fourth group in a town similar in economic structure, but 60 miles distant, served as an additional control group. The maximum effect of intervention on intelligence scores was obtained just prior to school entrance. An extended program of pre school intervention can have lasting effects only if the public school and community cooperatively "capitalize" on such gains.

10. Gray, Susan W.; Klaus, Rupert A. An Experimental Preschool Program for Culturally Deprived Children. Dec 64, 12p. ED 001 813

\*Learning; \*Achievement Motivation; \*Culturally Deprived;  
\*Preschool Program; Cognition; Culturally Disadvantaged;  
Perceptual Development; Summer School; Language Development;  
Reading; Preschool Education

The experiments attempted to measure achievement, motivation, delay of gratification, aspects of perception development, cognition, and language of culturally deprived preschool children. There were four experimental groups: children attending summer school for three years and having contacts with a home visitor in the fall, winter, and spring months; children attending summer school for two years and having similar home visitor contacts; a control group in the same town; and an additional control group in another town. Every group of 22 children had one head teacher plus four small group teachers. Activities used included field trips, counting exercises, language development exercises, and reading to the children. One of the language development exercises used dramatized such simple stories as Little Red Riding Hood and The Little Red Hen. Proper evaluation of the experiment cannot be made until the children have attended school for a number of years. However, on an elaborate battery of preschool screening tests given to all children entering the first grade in the main city, the experimental children scored higher than the controls and tended to approximate the non-deprived children in the school. They were also superior on reading readiness tests.

11. Gray, Susan W. Selected Longitudinal Studies of Compensatory Education--A Look from the Inside. 1969, 13p. ED 033 762

\*Compensatory Education Programs; \*Literature Reviews;  
\*Longitudinal Studies; \*Research Problems; Intervention; Evaluation

This document, prepared for a symposium on preschool compensatory programs, makes preliminary comments on the difficulty of program assessment and tight experimental design, on the necessity of in-depth involvement, and on the need for vigilance in maintaining an experimental condition. A number of studies in preschool intervention are reviewed and evaluated. Among these are the Skeels (1966) 21-year followup study on institutionalized, retarded children, the Klaus and Gray Study (1968-69) involving low income Negroes in the upper South in a summer and home-visit followup program, and Weikart's study (1967) utilizing 2 1/2 hour morning sessions and afternoon home visits. Two curriculum comparison studies (Weikart, 1969 and Karnes, 1969) and a study of comparative kindergarten conditions for rural children are also discussed.

12. Klaus, Rupert A.; Gray, Susan W. Early Training Project: Interim Report. Nov 63, 25p. ED 001 812

\*Intellectual Functioning; \*Summer School; \*Preschool Education;  
\*Culturally Deprived; Environmental Influences; Personal Adjustment;  
Intelligence Tests; Grade 1

The Early Training Project attempted to improve the intellectual functioning and personal adjustment of culturally disadvantaged children through special experiences in the fifteen or twenty-four months preceding first grade and in the first year of school. The procedures of the project consisted of two training sequences. The first sequence involved two special summer school experiences of 10 weeks each; including contacts through the winter with a specially trained home visitor. Similarly the second sequence began a year earlier and involved three summer school experiences; it also provided an additional year of home visitor contacts. The two training patterns were used in an attempt to compare the shortest experience that the investigators felt would have a lasting effect with a longer period which had more probability of success and was more expensive to operate. Two control groups were involved each in a community where school and other influences would tend to be the same. The second control group was used to examine the diffusion effects of contact with the experimental subjects. Results proved that the two experimental groups showed superiority to the control group on the Stanford Binet Intelligence Test and the Peabody Picture Vocabulary Test. The group involved in the shorter period of training was the better of the two experimental groups.

13. Miller, James O. Diffusion of Intervention Effects in Disadvantaged Families. 1968, 29p. ED 026 127

\*Intervention; \*Preschool Programs; \*Experimental Programs;  
 \*Family Programs; \*Diffusion; Parent Participation; Culturally  
 Disadvantaged; Family Influence; Mothers; Siblings; Cognitive  
 Development; Motivation; Personality; Physical Health; Preschool  
 Children

This paper assumes that environmental inadequacy is the primary factor leading to progressive intellectual retardation and inability to cope in a complex society. An intervention project begun in 1966 was designed to develop cognitive, motivational, personal style, and physical variables, which are functional categories related to competence. Subjects included 60 disadvantaged preschoolers (the "target" children), their younger siblings (the experimental groups), and their mothers. Group I (the maximum impact group) involved the mother and the target child at the Early Training Center. The mother's sequential program consisted of skill development, observation, and participation as a teacher. Aptitudes of skills for environmental mastery and sustaining attitudes for continued growth were developed in target children. In Group II, the target child was the only member of the family enrolled in the program. Families in Group III (the home visitor group) had no contact with the center, but a home-visiting teacher described procedures. A natural environmental group was chosen to match demographic characteristics of treatment families. In 2 1/2 years, younger siblings whose mothers participated were superior in all comparisons. Analysis of psychometric data on target children was significantly greater than those where no parental contact was maintained.

14. Shaw, Jean W.; Schoggen, Maxine. Children Learning: Samples of Everyday Life of Children at Home. 1969, 81p. ED 033 763

\*Preschool Children; \*Mothers; \*Family Environment; \*Parent  
 Child Relationship; Behavior Interaction; Instruction; Experience;  
 Learning; Language Development; Case Studies (Education)

This handbook describes young children's interaction with people, particularly their mothers. Children from contrasting socioeconomic conditions were used as subjects, and descriptions of these six 3-year-olds in their homes are related in detail. The home observation excerpts deal with the effect of mothers' instructions and demonstrations on their children, the experiences mothers provide for their children in the home, children's subsequent learning, and mothers' influence on children's language development. An appendix gives possible answers to the study suggestions. Each description is followed by suggestions for study and comments. A section on play is in preparation. The handbook is intended to be used as supplementary material for training adults who work with young children.

C. Far West Laboratory for Educational Research and Development, Parent-Child Program, Berkeley, California

1. Nimmicht, Glen P.; And Others. An Evaluation of Nine Toys and Accompanying Learning Episodes in the Responsive Model Parent/Child Component. Occasional Research Report Number 5. Jun 70, 41p. ED 045 205

\*Childhood Interests; \*Parent Participation; \*Parent Role;  
\*Toys; \*Evaluation Methods; Educational Games; Learning Activities;  
Tables (Data); Parent Education; Testing; Preschool Children

This second of a series of papers evaluating the Parent/Child Program describes the procedure used to decide whether the nine toys and their accompanying learning episodes are appropriate for use by young children in the Parent/Child context. Parents in four courses (Preliminary and Performance Test Situations) were given instructions on how to present the toys and the associated learning experiences to their children. One toy was presented each week and, at the end of that time, each parent filled out a questionnaire on the child's interest in the toy. To be kept as a part of the Parent/Child Course, a toy (or task) had to hold the interest of 80% of the children. Loss of interest because of mastery of the task did not count. In addition, during the week in which any given toy was presented, the child had to play with the toy more than five times, at least once without the parent suggesting it. Descriptions of toys, criteria for evaluation and a table of test results and decisions on the nine educational toys is included.

2. Nimmicht, Glen. Overview of Responsive Model Program. Jul 70, 12p. ED 045 207

\*Program Descriptions; \*Intellectual Development; \*Program Evaluation; \*Disadvantaged Youth; \*Parent Participation; Self Concept; Problem Solving; Academic Achievement; Operant Conditioning; Development Programs; Preschool Programs; Elementary Grades; Mexican Americans; American Indians; Negroes; Caucasians; Inservice Education

The Responsive Model program assumes that the school environment should be designed to respond to the learner, and that school activities should be autotelic, or self-rewarding, not dependent upon rewards or punishment unrelated to the activity. Developmental theory, certain ideas of operant conditioning, and flexible learning sequences are used in the program. Major objectives are: 1) to help children develop a healthy self-concept, and 2) to develop children's intellectual ability, specifically, the ability to solve problems. Another objective is to give the child an understanding of his cultural background. The program



has been used with low-income minority group children, and with some middle class white children, preschool through grade 3. Curriculums and programs for Head Start and Follow Through classes are described. Parent participation in administrative decision-making and in the classroom is encouraged. A Parent/Child Program teaches parents how to teach their children through the use of toys and games. An Inservice Program trains local program advisors, who train teachers and assistants. Ongoing evaluation studies effectiveness of training program, children's growth, and development of new ways to assess self-image and achievement.

3. Nimnicht, Glen. A Progress Report on the Parent Child Course and Toy Library. Aug 70, 34p. ED 045 206

\*Parent Education; \*Program Descriptions; \*Preschool Children;  
 \*Toys; \*Intellectual Development; Parent Participation;  
 Parent Child Relationship; Parent Attitudes; Self Concept;  
 Questionnaires; Decision Making; Testing

This report gives an overall evaluation of the Parent Child Program of preschool education for 3- to 4-year-olds. The program objectives are: 1) to aid parents to help their children develop a healthy self-concept, 2) to help parents to promote their children's intellectual development through educational toys, 3) to help parents stimulate their children's intellectual abilities by improving interaction between parent and child, and 4) to aid parents in participating in the education decision-making process. The results of parents' responses to questionnaires and children's pre- and posttest scores on the Responsive Environment Test are evaluated. With certain limitations in mind (such as the use of open-ended questions and lack of a control group), it was concluded that: a) parents' attitudes had changed; they appeared to be making more positive responses to their children, having a positive effect on self-concept, b) results of the Responsive Environment Test indicate that the children probably learned some specific skills and concepts as a result of the course, c) parents believed their children were learning, and d) there is no evidence to show that parents were helped to participate in the decision-making process affecting their children's education.

4. Nimnicht, Glen P. A Revision of the Basic Program Plan of Education at Age Three. Aug 70, 37p. ED 047 774

\*Intellectual Development; \*Program Descriptions; \*Self Concept;  
 \*Learning; Program Evaluation; Preschool Children; Objectives;  
 Teacher Education; Inservice Programs; Parent Participation;  
 Elementary Education; Teacher Aides

A model responsive educational system being evolved by the Far West Laboratory is designed to serve children from ages 3 to 9. The major objectives of the educational system are to help children develop self-concept as it relates to learning in the school and the home, and to develop intellectual ability. An autotelic environment is stressed. The system integrates four component parts: A) Head Start, B) Follow

Through, C) Parent-Child Library, and D) Day Care Program. Component E, the systems component, can stand alone or become a part of the total system. The timetable charts span 1966-76 and indicate the number of years involved in program development, training tasks, parent involvement activities, implementation in classrooms, evaluation for each component and for the total system. Feedback from the Head Start component has already provided enough information to permit this first revision of the basic plan and to reshape the tasks and objectives of subsequent phases.

5. Rayder, Nicholas; And Others. An Assessment of Cognitive Growth in Children Who Have Participated in the Toy-Lending Component of the Parent-Child Program. Occasional Research Report Number 4. Jun 70, 12p. ED 045 204

\*Parent Participation; \*Parent Education; \*Program Effectiveness;  
 \*Preschool Programs; \*Intellectual Development; Parent Role;  
 Test Construction; Concept Formation; Tables (Data); Toys

This report is one of a series evaluating the Parent/Child Program. This program is designed to provide preschool education for 3- to 4-year-olds whose parents cannot afford nursery schools but yet are above the income level for Head Start participation. Two groups of parents participated in separate but equivalent Parent/Child courses in a classroom setting, 2 hours a week for 10 weeks, and were taught how to teach their children through the use of educational toys. All 31 children participating were pre- and posttested on the Responsive Test, developed to measure change in the intellectual development of children who have participated in a responsive environment. A variety of skills and concepts were tested on 13 subtests of the Responsive Test. Controls allowed for the effects of maturation and practice. For children in both groups of parents, there were significant differences on 9 of the 13 subtests. Of the other four subtests, two were at the maximum level on the pretest, and two measured factors for which the toys did not provide practice. It was concluded that the children learned a considerable amount over the 10 weeks of involvement in the Parent-Child Course and that a large portion of this learning can be attributed to the course itself.

D. Florida Education Project, University of Florida, Gainesville, Florida

1. Gordon, Ira J. Early Child Stimulation Through Parent Education.  
Sep 69, 20p. ED 038 166

\*Compensatory Education Programs; \*Nonprofessional Personnel;  
\*Parent Education; \*Parent Participation; \*Preschool Programs;  
Child Development; Communication (Thought Transfer);  
Culturally Disadvantaged; Developmental Tasks; Parent Child  
Relationship; Participant Characteristics; Program Descriptions;  
Program Evaluation; Self Concept; Teaching Techniques

Study objectives were to find out whether the use of disadvantaged women as parent educators of indigent mothers of infants and young children 1) enhanced the development of the infants and children, 2) increased the mother's competence and sense of personal worth, and 3) contributed to the knowledge of the home life of infants in the study. In weekly home visits, parent educators taught a series of exercises that stimulated infants' perceptual, motor, and verbal activities. Maternal verbal cues elicited the sequential arrangement of tasks. Variables were type, content, length, timing, and presence of instruction. A total of 124 babies (3 months - 2 years) were observed and tested. Except for a control group of 27, all infants received stimulation for at least 9 months. Study findings were that 1) paraprofessionals can be used to teach mothers, 2) a parent education program should be part of a comprehensive system of social change, 3) concrete, specific stimulation exercises are a sound curriculum approach, 4) how a child is taught may be more important than what he is taught, and 5) standardized techniques for measuring learning and development are needed.

2. Gordon, Ira J.; Guinagh, Barry J. A Home Learning Center Approach to Early Stimulation. Feb 69, 22p. ED 086 750

\*Stimulation; \*Home Programs; \*Preschool Children; \*Parent Education; \*Self Concept; Longitudinal Studies; Cognitive Development; Language Development; Personality Development; Social Relations; Mothers; Nonprofessional Personnel; Economically Disadvantaged; Tables (Data); Data Collection

The overall aim of this project is to continue the investigation of the effectiveness and practicability of a home-centered technique for cognitive language and personality development of mother and child to help break the poverty cycle. The plan represents an innovation in family services which, if effective, would extend the reach of the professional and, in the long run, reduce the needs for such services as participants become more capable of meeting their own needs. The home or "backyard" center is the home of a mother in the project, who comes from the disadvantaged population. Workload consists of four days (eight sessions) with children and one day of in-service educational training. Although aides and advocates are used in a variety of projects, the type of professional responsibility, decision making and role assignment of the non-professional in this project is unique. The research plan of the project, methods of procedure, treatment plan, development of materials, home center, and parent education are topics discussed in this report.

3. Gordon, Ira J.; And Others. Instructional Strategies in Infant Stimulation. Dec 70, 23p. ED 056 751

\*Mothers; \*Infants; \*Teaching Styles; \*Stimulation; \*Parent Education; Economically Disadvantaged; Home Visits; Parent Role; Cognitive Development; Language Development; Sex Differences; Professional Personnel; Nonprofessional Personnel; Teaching Models; Tables (Data)

This document is a first year report on a project which examines the effectiveness of 1) teaching the mother versus teaching the infant, 2) using a professional versus using a paraprofessional as the intervening agent. Also being studied is the relationship between the sex of the infant and the way he is taught and the effectiveness of systematic observation of teaching behavior on the behavior of the intervenor. The 3-year study began in March, 1970, with planning and the recruitment of 200 lower class mothers and their infants. Eight paraprofessionals and 8 graduate students were employed half-time to serve as parent educators. The entire study is to be completed by December, 1971, at which time data will be analyzed and included in a final report. In this report, specific hypotheses to be tested, the general study design and a plan for data collection are detailed.

4. Gordon, Ira J. A Parent Education Approach to Provision of Early Stimulation for the Culturally Disadvantaged. Final Report. Nov 67, 118p. ED 017 339

\*Culturally Disadvantaged; \*Infants; \*Parent Education; \*Parent Role; \*Early Experience; Disadvantaged Environment; Infant Behavior; Child Development; Intellectual Development; Mother Attitudes; Mothers; Parent Child Relationship; Parent Participation; Tables (Data); Nonprofessional Personnel; Stimulus Behavior; Films; Trainers

An intervention pilot program was developed to provide disadvantaged infants with stimulating experiences to help them achieve higher levels of intellectual development than might normally be expected in children from deprived homes. Fifteen disadvantaged women trained as "parent educators" went into 100 homes once a week for 40 weeks and taught mothers a series of perceptual, motor, auditory, tactile, and kinesthetic exercises which the mother was to introduce to her infant. It was also hoped that participation in the project would increase the mother's feelings of competence and self-worth. The experimental infants were tested at 6 months on different developmental tests as were 25 infants in a matched control group. A second control group of 25 infants was tested as they reached 1 year of age. Results of the groups were compared to measure the effectiveness of the intervention program. In most instances, the experimental group showed greater development suggesting the value of early stimulation for the culturally disadvantaged. Parent educators exhibited self-growth and responsibly filled their assignments. Measurement of the mothers' feelings proved to be a difficult task, with measures still being developed. Continued research is being done on an expanded parent education project now in operation.



5. Gordon, Ira J.; And Others. Relationships Between Selected Family Variables and Maternal and Infant Behavior in a Disadvantaged Population. A Supplementary Report. Apr 69, 84p. ED 047 784

\*Disadvantaged Groups; \*Family Environment; \*Hypothesis Testing; \*Infants; \*Stimulation; Child Rearing; Cross Cultural Studies; Mother Attitudes; Parent Child Relationship; Self Concept; Siblings

This pamphlet contains a series of studies that grew out of the parent education project of the Institute for Development of Human Resources. The objectives and general design of the project consisted of instruction of 200 environmentally disadvantaged mothers by parent educators using a sequence of infant stimulation exercises conducted in the home. The individual studies presented represent a mix of graduate student pilot efforts, dissertation research, faculty investigations, and replications of pilot work. All have been edited and adapted to highlight the relationship between home factors, mother's attitude and behavior in the project, and her behavior toward children. Titles include: Relationship Between Maternal Behavior and Infant Performance in Environmentally Disadvantaged Homes; A Survey of Low Income Negroes in Alachua and Surrounding Counties; Measurement of Self Esteem; A Study of the Relationships Between Trained and Untrained Twelve-Month-Old Environmentally Deprived Infants on the "Griffiths Mental Development Scale"; Relationship Between Maternal Behavior and Infant Performance in Environmentally Disadvantaged Homes; and Relationships Between Observed Home Behavior Variables and Infant Performance.

6. Jester, R. Emile. Focus on Parent Education as a Means of Altering the Child's Environment. [1969], 11p. ED 033 758

\*Parent Education; \*Program Descriptions; \*Parent Participation; Family Environment; Lower Class Parents; Teacher Aides; Preschool Children; Parent Influence

The Florida Parent Education Model, working with 5- to 7-year-olds enrolled in Follow Through programs, is based on the premise that a child's home environment has the most lasting influence on his adaptation to school and to the world around him. The program works with the mother, who, as educators are discovering, has more influence on the child than anyone else. The program recruits parent educators from environments similar to those of mothers with whom they will work. The parent educators visit parents in their homes and provide them with specific tasks to work on with their children. The parent educator is also expected to be a part of the classroom instructional system so she and the teacher collaborate on home tasks to provide both school-relevant and home-relevant behavior in the child. The program at this point appears to be moderately successful. Although the only information available is subjective, it indicates that parent interest is increased, that parents are working more with children, and that there is more individual and small group instruction in the classroom than ever before.

## E. Perry Preschool Project, Ypsilanti, Michigan

1. Orhan, Shije; Radin, Norma. Teaching Mothers to Teach: A Home Counseling Program for Low-Income Parents. Nov 68, 17p. ED 028 819

\*Kindergarten Children; \*Home Programs; \*Parent Education;  
 \*Culturally Disadvantaged; \*Concept Teaching; Cognitive Development;  
 Parent Counseling; Home Visits; Teaching Skills; Program Evaluation

Twenty-four children attended a special half-day class when not attending regular kindergarten, and 12 of their mothers participated in a home counseling program. Children whose mothers were counseled achieved significantly higher on the Metropolitan Reading Readiness Test, and their mothers showed a significantly greater gain on the Cognitive Home Environment Scale. In biweekly home visits, parents were shown how to teach specific cognitive concepts to support school curriculum, to evaluate children's progress, and to motivate the children to become involved in the home education program. Approaches and techniques employed to abet parents' teaching skills are delineated in the report, and an evaluation of the program with recommendations for modifications are included.

2. Perry Preschool Project, Ypsilanti, Michigan; One of a Series of Successful Compensatory Education Programs. It Works: Preschool Program in Compensatory Education. 1969, 22p. ED 027 975

\*Compensatory Education Programs; \*Program Descriptions; \*Program Evaluation; \*Preschool Programs; \*Cognitive Development; Longitudinal Studies; Home Visits; Parent Conferences; Cognitive Processes; Developmental Tasks; Motor Development; Mental Health; Research Methodology

The Perry Preschool Project assessed longitudinal effects of a 2-year program consisting of a daily 3-hour cognitively oriented nursery, a weekly 90-minute home visit, and less frequent group meetings of the pupils' parents. Subjects consisted of 3- and 4-year-old Negro disadvantaged and functionally retarded children, whose pretest scores on the Stanford Binet Intelligence Scale were not above 85. The program operated from September 1962 until June 1966. About 24 children took part each year. Upon entering, the children were pretested on the Stanford-Binet, the Peabody Picture Vocabulary Test, and the Leiter International Performance Scale. These and other tests were used later in the program. Few significant differences between experimentals and controls were noted on the pretests. The California Achievement Tests in reading, language, and mathematics were given at the end of the first grade and again at the end of the second grade. The results showed significant gains for the experimentals over the controls.

Also available from: Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.35)

3. Radin, Norma. The Role of Socialization and Social Influence in a Compensatory Preschool Program. Apr 68, 18p. ED 017 337

\*Social Influences; \*Socialization; \*Educational Methods;  
 \*Social Differences; \*Early Childhood Education; Compensatory  
 Education Programs; Home Visits; Tutoring; Preschool Children;  
 Low Income Groups; Student Teacher Relationship; Mother Attitudes;  
 Parent Child Relationship; Parent Role; Parent Education; Middle  
 Class Values

Compensatory preschool programs, represented in this study by the early education program of Ypsilanti, Michigan, are thought to be most effective if both the mother and the child are involved. Therefore, the Ypsilanti program includes, besides 4 half-day school sessions, A 1 1/2 hour tutorial session every other week in the child's home by the school teacher. At this session, the mother is to be present and, hopefully, participating. There are 100 4-year-old low-income children in the Ypsilanti program. The mothers are encouraged to attend an 18-week group session in which they are instructed in the fundamental concepts of child rearing, including child education. The effect of the Ypsilanti program on the mothers of the participating children is intended to be social influence, a gradual but relatively superficial change in the mothers' attitudes and perspectives towards middle-class educational values. It is hoped the change will be positive, that is, that the mothers will accept these values and support them. The process which the children are experiencing by participation in the program is intended to be something more than social influence. It is intended to be a socialization process, the internalization of the values and behavior patterns of the school environment. The Ypsilanti program is intended to intervene in the development in lower socio economic class children of attitudes and basic skills incompatible with middle-class educational values necessary for general academic achievement.

4. Weikart, David P.; And Others. The Cognitively Oriented Curriculum: A Framework for Preschool Teachers. Final Report. Volume I of 2 Volumes. Aug 70, 227p. ED 044 535

\*Curriculum Development; \*Curriculum Planning; \*Cognitive Development; \*Preschool Programs; Curriculum Guides; Parent Participation; Child Rearing; Teaching Models; Teaching Techniques; Teacher Attitudes; Learning Processes; Language Development; Home Visits; Disadvantaged Youth; Self Control; Dramatic Play; Preschool Curriculum

This report describes the Cognitively Oriented Curriculum based on Piagetian theory which is used in the Perry Preschool Project. The purpose of this long-term project is to help educationally disadvantaged Negro children develop the concepts and abilities necessary for academic success. The Piagetian theory of cognitive development is discussed with reference to the main premise underlying the Cognitively Oriented Curriculum; i.e., there cannot be a basic understanding of self and world without the ability to place the self in time and space and to classify and order objects and events. Teaching techniques and teacher attitudes are discussed, with emphasis placed on an orientation in which the teacher identifies Piagetian learning goals,

observes the children to determine operant levels, and plans sequences of activities which best implement these goals. Other specific topics covered are: classroom routine and equipment and their importance to the curriculum, language learning, sociodramatic play, and planning the curriculum. Home visits are described in terms of teacher and parent response, and implementation of the program. An extensive classroom activity guide and sample daily schedules and commentary are included. [Filmed from best available copy.]

5. Weikart, David P. Has Preschool Compensatory Education Failed? 1969, 9p. ED 049 834

\*Compensatory Education; \*Educational Research; \*Preschool Evaluation; \*Preschool Programs; \*Student Teacher Relationship; Curriculum Planning; Home Visits; Language Enrichment

Discusses evaluation of preschool compensatory education programs and reviews research literature. Suggests that the following ideas are crucial for effective preschool education: 1) children can profit intellectually from any preschool curriculum that is based on a wide range of experience; 2) the primary role of curriculum is to help the teacher to teach; 3) the selection of curriculum is critical, for one that is too easy and limited in scope will not challenge the teacher and 4) staff involvement is more important than the particular curriculum used, and necessary ingredients include planning time for teachers, systematic language interaction between teacher and child, and home visits by teachers. An overview of research in the field of preschool education is also given in this paper. [Filmed from best available copy.]

6. Weikart, David P.; And Others. Longitudinal Results of the Ypsilanti Perry Preschool Project. Final Report. Volume II of 2 Volumes. Aug 70, 189p. ED 044 536

\*Preschool Programs; \*Longitudinal Studies; \*Cognitive Development; \*Program Evaluation; Negroes; Individual Development; Culturally Disadvantaged; Parent Participation; Curriculum Development; Testing; Tables (Data); Demography; Academic Achievement; Home Visits; Measurement Instruments

The Ypsilanti Perry Preschool Project was an experiment to assess the longitudinal effects of a 2-year preschool program designed to compensate for functional mental retardation found in some children from disadvantaged families. The program consisted of a daily cognitively oriented preschool program and home visits each week to involve mothers in the educative process. The project was initiated in September 1962 and the phase covered in this report was terminated in June 1967. The 58 experimental and 65 control black children participating were economically and educationally disadvantaged. Instruments used to evaluate the project included a variety of intelligence and performance measures, several parental attitude instruments and teacher rating scales. Data were collected on home background,



birth complications, cognitive, achievement and socio-emotional variables. Children who participated in the program obtained significantly higher scores than control group children on measures of cognitive ability and achievement and received better teacher ratings on academic, emotional and social development. The significant difference in cognitive ability disappeared by third grade but other gains were maintained. Recommendations and implications for compensatory education are given and sample data collection instruments are included in the appendixes.

7. Weikart, David P. Ypsilanti Preschool Curriculum Demonstration Project, 1968-1971. Oct 69, 39p. ED 046 503

\*Curriculum Research; \*Culturally Disadvantaged; \*Educable Mentally Handicapped; \*Preschool Programs; \*Comparative Analysis; Home Visits; Team Teaching; Cognitive Development; Sociodrama; Self Control; Traditional Schools; Social Development; Emotional Development

This report describes the Ypsilanti Preschool Curriculum Demonstration Project, a 5-year program conducted to assess the efficacy of preschool intervention for culturally disadvantaged children diagnosed as functionally retarded. Five groups of 3- and 4-year-olds participated in the program or served as controls. The project served as a source of data for research on different types of preschool intervention and as a center for dissemination of information to teachers, administrators, and researchers in education. The curricula included: 1) a cognitively oriented curriculum based primarily on Piaget's principles of cognitive development, the principles of socio-dramatic play and impulse control suggested by Smilansky, and some specially developed language techniques; 2) a language training curriculum emphasizing learning of academic skills including arithmetic and reading; and 3) a unit-based curriculum emphasizing the social-emotional development goals of the traditional nursery school programs. The preschool sessions were supplemented with home visits. The results for the first two years of operation (1967-69) demonstrated that children may profit from any structured curriculum which offers a wide range of experience and individual student attention.

F. Verbal Interaction Project, Mother-Child Home Program, Freeport, New York

1. Levenstein, Phyllis; Sunley, Robert M. Aiding Cognitive Growth in Disadvantaged Preschoolers. Nov 68, 70p. ED (Available in June 1972 RIE)

\*Home Programs; \*Preschool Children; \*Mothers; \*Verbal Communication; \*Demography; Home Visits; Tables (Data); Cognitive Development; Toys; Games; Intervention

This progress report (1967-1968 and 1968-1969) describes the first two years of a 3-year home-based, mother-child intervention program, the Verbal Interaction Project. The project was planned for the cognitive enrichment of preschoolers 2 to 4 years old, from lower income families. An experimental enrichment program, the Mother-Child Home Program, used specially trained home visitors called toy demonstrators, who visited mother-child pairs twice weekly over 7-month periods in the home. The toy demonstrator presented the child with a chest containing 28 toys and books, and stimulated verbally-oriented play by acting as a model for the mother. The mother used this information in her interaction with the child to develop potential for verbal interaction when they played with the toys and books. Nineteen tables amplify the text. Design, subjects, procedures, materials, data management, findings and summary of major findings are presented separately for each of the two years. Proposed plans for the third year of the project are presented along with projection of future research. Appendixes and a list of references conclude the progress report.

2. Levenstein, Phyllis. Fostering the Mother's Role in the Cognitive Growth of Low Income Preschoolers: A New Family Agency Function. May 69, 10p. ED (Available in June 1972 RIE)

\*Home Programs; \*Preschool Children; \*Mothers; \*Verbal Communication; \*Home Visits; Cognitive Development; Toys; Childrens Books; Nonprofessional Personnel; Professional Personnel

The Verbal Interaction Project explored a promising means of preparing 2- and 3-year-old children of low income families for school achievement vital to breaking the cycle of poverty. The method depended essentially on encouraging what is probably the oldest human dialogue: that between mother and child. The project grew out of the conviction that a child's intellectual development is closely linked to his verbal growth; that his mother can influence his cognitive development by the amount and quality of her verbal interaction with him; and that a family service agency can strongly support her in that influence. Home visitors called toy demonstrators worked in the living rooms of mothers and their children. They demonstrated to the mothers selected toys and books designed to initiate and maintain dialogue with their children. Results available from 1967-1968 appear to confirm the success of the program, and raise the question whether the program could be run with nonprofessional personnel trained as toy demonstrators. The appropriateness of this kind of project under family agency auspices is discussed.

3. Levenstein, Phyllis. Individual Variation Among Preschoolers in a Cognitive Intervention Program in Low Income Families. Dec 69, 20p. ED (Available in June 1972 RIE)

\*Home Programs; \*Preschool Children; \*Individual Differences;  
\*Intelligence Quotient; Intervention; Mothers; Cognitive  
Development; Case Studies; Low Income

At the end of one year in the Mother-Child Home Program (October 1967 to May 1968), 33 low income preschoolers made an average Stanford Binet gain of 17 points. However, the great variability within the group, ranging from a gain of 33 IQ points in a 3-year-old girl to a loss of 7 points in a 2-year-old girl, raises some questions. To understand the causes of such wide differences in the responses to an intervention program which was obviously successful (The Verbal Interaction Project) an attempt was made to track down the variables associated with diversity. The 33 children were divided into High Gains (above the group mean) and Low Gains (below the group mean), and their verbal behavior was statistically analyzed. More systematic investigation of affective variables is needed. Case studies of both High Gains and Low Gains are presented to dramatize the idiosyncratic factors identified for children in each category. It may be that some individual variations will continue to defy analysis and thereby attest to the surprises inherent in human beings.

4. Levenstein, Phyllis; And Others. Manual for Replication of the Mother-Child Home Program. Jun 71, 45p. ED (Available in June 1972 RIE)

\*Home Programs; \*Preschool Children; \*Mothers; \*Verbal Communication;  
\*Manuals; Program Descriptions; Administration; Instructional  
Materials

This manual is designed for use with replications of the Mother-Child Home Program developed as part of the Verbal Interaction Project. The manual includes 1) Introduction, 2) Ingredients and procedures of a mother-child home program, 3) Major program components, 4) Administrative and other practical matters, 5) Helpful hints, 6) Six actual home sessions, 7) Suggested time tables for program operation, 8) Program dissemination policies and activities. Suggested readings are listed and three appendixes are included: A) Criteria for verbal interaction stimulus materials, B) Program service kit of mimeographed material available from verbal interaction project, and C) Sample guide sheets from toy demonstrator's visit handbook.

5. Levenstein, Phyllis. Mothers as Early Cognitive Trainers: Guiding Low-Income Mothers to Work with Their Pre-Preschoolers. Apr 71, 24p. ED (Available in June 1972 RIE)

\*Home Programs; \*Preschool Children; \*Mothers; \*Verbal Communication;  
\*Intervention; Low Income; Home Visits; Test Results; Tables (Data);  
Parent Attitudes; Nonprofessional Personnel

The Mother-Child Home Program was planned as a home-based, 2-year cognitive intervention method involving mother and family. Women of varying income and education (volunteer and paid) made 30-minute home visits twice weekly to help mothers become cognitive trainers of their own toddlers (starting at age 2). Mother-child verbal interaction was stimulated with gifts of attractive, self-motivating materials, chosen because of their suitability to the child's developmental level, and their potential for verbal interaction when used in play between mother and child. Interveners called toy demonstrators guided mothers to use the Verbal Interaction Stimulus Materials (VISM), in an atmosphere that was spontaneous, relaxed, and above all, nondidactic. Most low income mothers seemed to welcome any kind of cognitive intervention designed to help their children do well in school. Other mothers were resistant, yet appeared cooperative because verbal refusals were hard for them to make. A brief appendix highlights several toy demonstrators' descriptions of successful mother-involvement techniques.

6. Levenstein, Phyllis. Toy Demonstrator's "Visit" Handbook. 1969, 8p. ED (Available in June 1972 RIE)

\*Home Programs; \*Preschool Children; \*Mothers; \*Home Visits;  
\*Guides; Toys; Childrens Books

The director of the Mother-Child Program prepared this handbook to orient staff members to the role of the toy demonstrator in a home-based mother-involving intervention effort (Verbal Interaction Project). The toy demonstrator's role is one that almost any woman can be trained to perform provided she possesses responsibility, patience with both children and mothers and willingness to be taught. The toy demonstrator's duties consist of twice-weekly home visits to introduce and stimulate verbally oriented play between mother-child pairs using project toys and books. Once a week, the toy demonstrator must attend a weekly group conference to learn verbal interaction techniques stimulated by the toy or book she will introduce in a subsequent home session. During the group conference, the toy demonstrators evaluate toys or books based on previous home sessions. The VISIT approach (Verbal Interaction Stimulation Techniques) used in the Mother-Child Home Program has been successful in stimulating low income mothers and their preschool children to interact verbally in ways that benefit the child's later success in school.

7. Levenstein, Phyllis. Verbal Interaction Project: Aiding Cognitive Growth in Disadvantaged Preschoolers through the Mother-Child Home Program July 1, 1967 - August 31, 1970. Feb 71, 66p. ED (Available in June 1972 RIE)

\*Home Programs; \*Preschool Children; \*Mothers; \*Verbal Communication; \*Evaluation; Home Visits; Tables (Data); Intelligence Quotient; Cognitive Development; Parent Child Relationship; Toys; Games; Intervention

This final report of the Verbal Interaction Project evaluates the success of a 3-year home-based mother-child program, planned to foster the cognitive growth of preschoolers 2 to 4 years old, from lower income families. An experimental enrichment program, the Mother-Child Home Program, used specially trained home visitors called toy demonstrators, who visited mother-child pairs twice weekly over 7-month periods. The toy demonstrator presented the child with a chest containing 28 toys and books, and stimulated verbally-oriented play by acting as a model for the mother. The mother used this information in her interaction with the child, developing potential for verbal interaction. Program children made and retained significantly higher gains on intelligence tests than children in contrast groups. The report contains the project design and procedures, subjects' intervention activities, results for subjects, results for toy demonstrators, major findings, summary, and implications. The report also includes references, and six appendixes which present samples of records, instruments, and data analysis techniques used in the project.



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\*Parent Influence; \*Socialization; \*Social Differences

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\*Early Childhood Education; \*Parent Education; \*Home Programs

Gordon, Ira J. Reaching the Young Child Through Parent Education. Childhood Education, v46 n5, pp247-249, Feb 1970. EJ 017 852

\*Parent Education; \*Parent Child Relationship; \*Home Visits

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\*Home Visits

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\*Home Visits; \*Educational Programs; \*Parent Participation

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\*Parent Participation; \*Home Visits; \*Parent  
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Karnes, Merle B.; And Others. Educational Intervention at Home by Mothers of Disadvantaged Infants. Child Development, v41 n4, pp925-35, Dec 1970. EJ 034 002

\*Home Programs; \*Mothers; \*Infants; \*Intervention

8. Niedermeyer, Fred C. Parents Teach Kindergarten Reading at Home. Elementary School Journal, v70 n8, pp438-445, May 1970. EJ 020 774

\*Beginning Reading; \*Home Programs; \*Parent Participation

9. Schaefer, Earl S. Children Under Three--Finding Ways to Stimulate Development. II. Some Current Experiments: A Home Tutoring Program. Children, v16 n2, pp59-61, Mar-Apr 1969. EJ 007 411

\*Home Programs; \*Experimental Programs; \*Early Childhood Education

10. Smith, Mildred B. To Educate Children Effectively--We Must Involve Parents. Instructor, v80 n1, pp119-21, Aug-Sep 1970. EJ 025 186

\*Parent Participation; \*Parent Teacher Cooperation;  
\*Family Environment; \*Teacher Role

## Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 19 clearinghouses sponsored by the United States Office of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, reading, linguistics, and exceptional children), are located at universities and institutions throughout the United States.

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